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ABSTRACT

The "Set a Good Example Contest" has been in operation for 10 years. The contest is based on the idea that educating youth in common sense values and getting students to set good examples for their peers will solve many of the problems faced in today's society. This paper examines the effects of this program. Both teachers and students who took part in the "Set a Good Example Contest" were asked to complete questionnaires about the program. A total of 249 teachers and 1,321 student participated. The teachers' surveys targeted any changes teachers noted in their students' understanding of moral values, attitudes, and participation in activities. Teachers stated that students: became more aware of morality and its importance; were more cooperative; better understood the difference between right and wrong; and displayed a positive change in attitudes. These improvements were also noted in the student surveys. Students reported learning the importance of manners, of treating others with respect, of taking responsibility for their actions, and of being competent. The gains students recorded from this program were highly dependent on their participation in it. Materials used in the program were rated favorably by teachers. Educator and student questionnaires are appended. (RJM)

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ED 378 518

Evaluation of the *Set a Good Example Contest*: Response of Teachers and Students

Prepared by
Shelley L. Beckmann, Ph.D.

for the
Concerned Businessmen's Association of America
13428 Maxella Avenue, Suite 248
Marina del Rey, CA 90292

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Evaluation of the *Set a Good Example Contest*
Response of Teachers and Students

Key Findings

The *Set a Good Example Contest*, a prevention program sponsored by the Concerned Businessmen's Association of America (CBAA), has been in operation for 10 years. The program has been commended 14 times in the United States Congressional Record, by governors of 40 states, and by mayors across the country.

Over 7,500 schools have participated in the program, enrolling more than 6.8 million students. These schools have done projects that promote precepts taken from *The Way to Happiness*, a book authored by L. Ron Hubbard, that promotes honesty, trust, drug-free lifestyles, literacy, competence, respect for self and others and good citizenship.

Many of these schools compete for one of three $5,000 cash prizes awarded annually by submitting a report on their project for judging.

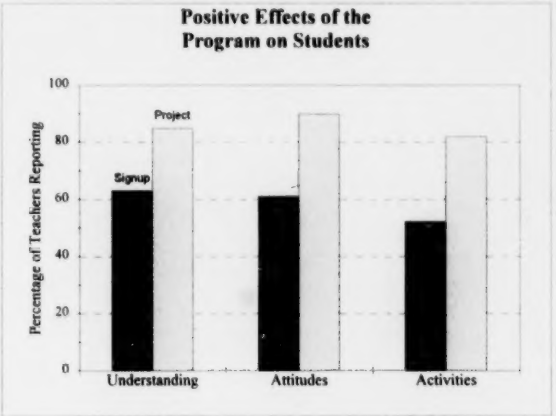
The purpose of this study was to find out more about the effects of this program. Both teachers and students who had taken part in the *Set a Good Example Contest* were asked to fill in a questionnaire about the program. The teachers surveyed were those who had requested a starter kit for the contest in 1993/94, and those who had submitted a project report for judging in either the 1992/93 or the 1993/94 contest. The students were from schools submitting project reports in 1993/94.

A total of 249 teachers and 1,321 students participated in these surveys. They represent schools having from 12 to 4,500 students and cover grades 1 through 12.

Effect of the Program on Students:

A major goal of the *Set a Good Example Contest* is to set students on an ethical, winning path. Thus, a vital component of this survey was the request for teacher's observations of any change in:

a) Their students' understanding of moral values;
b) Their students' attitudes; and
c) Their students' participation in activities.



63% of the teachers who signed up for the contest and 85% of those submitting a project report for judging noticed a positive change in their students' understanding of moral values.

Teachers stated that students were more aware of morals and of their importance, that they were more cooperative, and that they better understood the difference between right and wrong.

61% of teachers who signed up for the contest and 90% of those submitting a

project report noticed a positive change in their students' attitudes.

They commented that students were more positive, that they were proud of their accomplishments, that they worked together better and that they were more friendly and helpful with one another.

52% of the teachers who signed up and 82% of those who submitted a project report noticed a positive change in student participation in activities.

Students were more helpful, more courteous, classroom discipline was not as big a problem, they granted one another greater respect, and they acted more responsibly.

These marked improvements noted by teachers were also noted by the students in this survey. 80.5% of the students report that they did learn something from *The Way to Happiness* booklet. They learned the importance of manners, of treating others with respect, of taking responsibility for their actions and of being competent.

77% of the students report that they use these materials in their everyday lives. The uses include increased respect for both oneself and others, respect for the religious beliefs of others, ability to deal with stress and decisions not to ruin their lives by drugs or crime, to set a good example for others, to communicate with others, to eat better, and to follow the rules.

The gains students reported from this program were highly dependent on their own participation in it.

88% of the students that helped with the *Set a Good Example Contest* at their school report that they learned something from the program. Even among those who did not help with the project, 54% report learning something from the program.

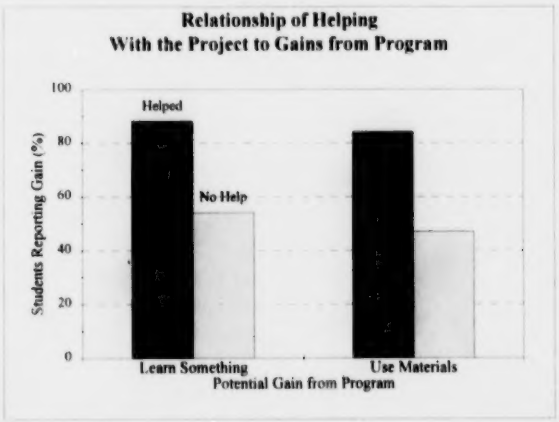
Also, 84% of the students who helped report that they use *The Way to Happiness* in their everyday lives. Among those who did not help, 47% report using the materials.

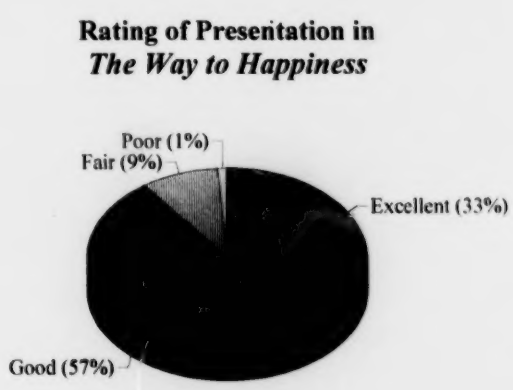
As with many programs, those who participate get the most out of this program.

Evaluation of Materials:

Teachers were asked to rate the presentation of moral values from *The Way to Happiness* booklet. 90% of the teachers rated the presentation as "Excellent" or "Good." 9% rated the booklet as "Fair" and 1% as "Poor."

Teachers were asked to comment on the booklet. They liked the clarity of the presentation, agreed with the principles





presented, and appreciated the fact that students liked the materials.

The most frequent requests were for a version of the booklet written for younger students, the addition of pictures relevant to children, and the provision of a Teacher's Guide.

Use of Materials:

Teachers were asked how they were using the materials provided. These educators used the materials in several ways. They gave copies of the booklet to the students, discussed the principles in class, and did projects both in the school and in the community that demonstrated one or more of the precepts.

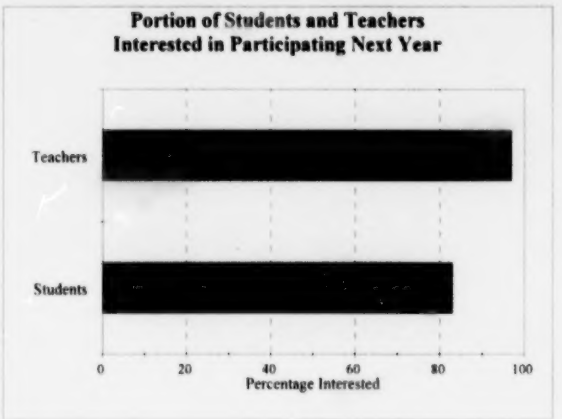
Teachers submitting project reports in 1993/94 rated how easily their students understood the moral principles taught in the booklet. 50% said that their students understood them "very easily," 32% "somewhat easily" and 10% "not at all easily."

Teachers did a variety of things to facilitate student understanding. They read the booklet, discussed the precepts in class, gave examples of their application, related the principles to current events, did art projects and role modeling, and taught study skills to increase the students' ability to understand their materials.

Continued Participation:

The success of this program can also be gauged by the number of students and teachers who would like to participate again next year.

83% of the students surveyed this year and 97% of the teachers report that they would like to participate in the *SAGE Contest* again next year.



Among teachers, prominent reasons for continued participation include the increase in student self esteem, the need for teaching morals, the leadership qualities the program promotes, and the positive attitudes that this program engenders.

Meeting Expectations:

Finally, these educators were asked what had originally interested them in the *SAGE Contest* and whether it had met their needs.

The most frequent reasons for entering the contest were the need for moral education in the schools and the desire to help children improve their lives. Additional reasons included an awareness of the decline of morals in the U.S., an interest in creating a community project, liking the books and materials, and interest in the contest itself.

90% of the respondents felt that the materials provided helped as they had expected.

The value of *The Way to Happiness* booklet as a tool to guide students was frequently mentioned. Teachers also observed that kids use this booklet, that it explains moral values well, and that it fits with their curriculum.

INTRODUCTION

The purpose of this evaluation was to find out the responses of both students and teachers to the *Set a Good Example Contest*, a program sponsored by the Concerned Businessmen's Association of America (CBAA).

This contest is based on the idea that educating youth in common sense values and getting them to set good examples for their peers is a workable solution to preventing many of the problems faced in today's society. The contest itself has been in operation for 10 years. Over 7,000 schools across the country have participated.

These schools have done projects that promote drug-free lifestyles, honesty, trust, literacy and competence. Through these projects students have educated themselves and their peers in the common sense standards of right and wrong conduct contained in a booklet entitled *The Way to Happiness*.

Students and teachers have reported better grades, more honesty in the classroom, closer family relationships, contribution to the community, a sense of personal achievement, more personal happiness, and, if their project happens to be one chosen as a national winner in the *Set a Good Example Contest*, their school has received one of three $5,000 cash prizes awarded annually.

The purpose of this study was to find out more about the effects of this program.

Both teachers and students who had taken part in the *Set a Good Example Contest* were asked to fill in a questionnaire about the program. Three groups of teachers were surveyed:

(1) Those who had signed up for the contest in 1993/94;
(2) Those who had submitted a project report for competition in 1992/93; and
(3) Those who had submitted a project report for competition in 1993/94.

Over 1,000 students who participated in the contest in 1993/94 were also surveyed.

The results of these surveys are the subject of this report. The results of each survey are separately compiled. An overview of the findings is available as well.

TEACHERS WHO REQUESTED MATERIALS, 1993/94

Teachers may enroll their students in the *Set a Good Example Contest (SAGE Contest)* by reviewing the descriptive package and requesting a starter kit from the contest sponsors. This kit is free to the teacher. It includes copies of *The Way to Happiness* booklet for the students, resource materials for the teacher, and a description of the contest format.

The Way to Happiness booklet provides a set of 21 common sense standards of right and wrong conduct that students can apply to their lives. To compete in the contest, the students must complete a project based on one or more of these 21 standards. A written project report is submitted for the competition. Three projects are chosen each year for a $5,000 grand prize.

This contest takes place in schools. To enhance education at these schools, a second award was added to the contest two years ago. The "Learning Improvement Award" is given to the school which, according to the contest judges, demonstrates the greatest amount of learning improvement amongst students involved in the *Set a Good Example Contest*. To facilitate learning improvement, the contest materials include supplemental resource materials, such as the *Basic Study Manual* by L. Ron Hubbard, designed to assist teachers and students to learn basic study skills.

Teachers who sign up for this contest are not obligated to submit a project report for judging. Many teachers have written to the sponsors to report the benefits of the program, even when they have not submitted such a report. However, in many other cases it has been unclear what the teachers thought of the materials they had received, and in what manner they had used them in their classes.

The purpose of this initial survey was to find out whether teachers who signed up for the contest had received the materials, what they thought of them, and how they were using them in the classroom. This survey was also intended to determine additional means of enhancing the program so that the students and teachers could get more out of the *SAGE Contest*.

Over 1,200 educators requested starter kits for the *Set a Good Example Contest* in 1993/94. In late February of 1994, the individuals who had requested a kit were asked to complete a four page questionnaire (Appendix I). 171 educators (14% of kit recipients) had returned completed questionnaires by July, 1994.

Demographics:

The first goal of this survey was to determine what types of schools were signing up for this contest. The schools represented by this survey range in size from 12 to 4,500 students (Table A-I) with an average size of 491 students.

Table A-I
Number of Students, Kit Recipients

Student Number	Number of Schools
1-100	42 (26%)
101-250	17 (11%)
251-500	36 (23%)
501-1,000	49 (31%)
>1,000	14 (9%)
Not Given	13

Elementary schools dominate the schools signing up for this program, with 47% of the survey respondents representing elementary schools, 16% junior highs and 15% high schools. 17% of the schools offered elementary through junior high or high school programs and 6% offered both junior high and high school programs. (Table A-II)

Table A-II
Type of School, Kit Recipients

School Type	Number of Schools
Elementary	76 (47%)
Jr High	26 (16%)
High	25 (15%)
Elementary to Jr High	24 (15%)
Elementary to High	1 (1%)
Jr High and High	10 (6%)
Not Given	9

Educators were asked about the school's location, the main income level of the students and the percentage of students speaking English as their FIRST language.

47% of the schools are in urban locations, 34% in suburban and 19% in rural. The income level is on the low end, with 51% of the schools rated as serving mainly low income level students. (See Table A-III)

Table A-III
Income Level of Students, Kit Recipients

Income Level	Number of Schools
Low	81 (51%)
L/M	13 (8%)
Mid	60 (38%)
M/H	2 (1%)
High	3 (2%)
Not Given	12

English was the first language for the students at the majority of schools. However, there were many schools where English as a second language predominated. (Table A-IV)

Table A-IV
English as First Language, Kit Recipients

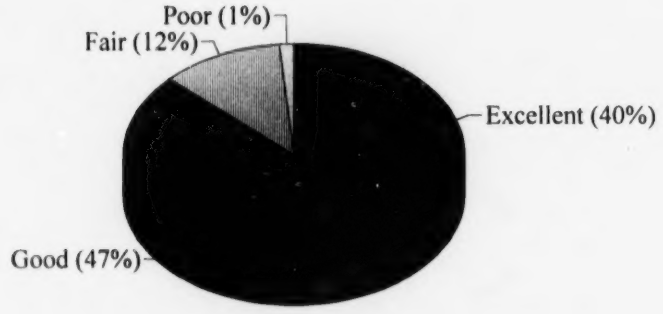
Percentage Range	Number of Schools
25 or less	17 (11%)
26-40	8 (5%)
41-60	14 (9%)
61-80	12 (8%)
81-90	15 (10%)
91-95	16 (10%)
96-100	74 (47%)
Not Given	15

6% of the respondents had not received their kit or no longer had it. Half of these requested that a kit be sent. These individuals did not respond to the balance of the survey.

Rating of "The Way To Happiness" Booklet:

The main tool provided for this contest is the booklet *The Way to Happiness* by L. Ron Hubbard. This booklet presents 21 common sense guidelines that form a non-religious moral code. A key area of interest was the response of teachers to this material. Therefore, teachers were asked to rate the presentation of moral values in this booklet.

Figure A-1: Rating of *The Way to Happiness*



The presentation was rated as Excellent by 40% of the educators and Good by another 47%. It was rated as Fair by 12% and Poor by 1% of the respondents. (Figure A-1) If these ratings are converted to a 4-point scale with Excellent = 4, Good = 3, Fair = 2 and Poor = 1 then the average rating was 3.26.

Educators from both elementary schools and high schools rated the materials slightly higher than did educators from junior high schools. The average rating for educators from elementary schools was 3.31, for junior high schools 3.09, and for high schools 3.32.

Educators from suburban areas rated the materials higher, at 3.41, than either urban (3.18) or rural (3.14) educators rated them.

There was no appreciable difference in rating by income level.

Educators were asked to comment on this booklet. (see Appendix II) Positive statements centered on the clarity of the presentation (17%) agreement with the principles (5%), and the fact that students liked the materials (6%).

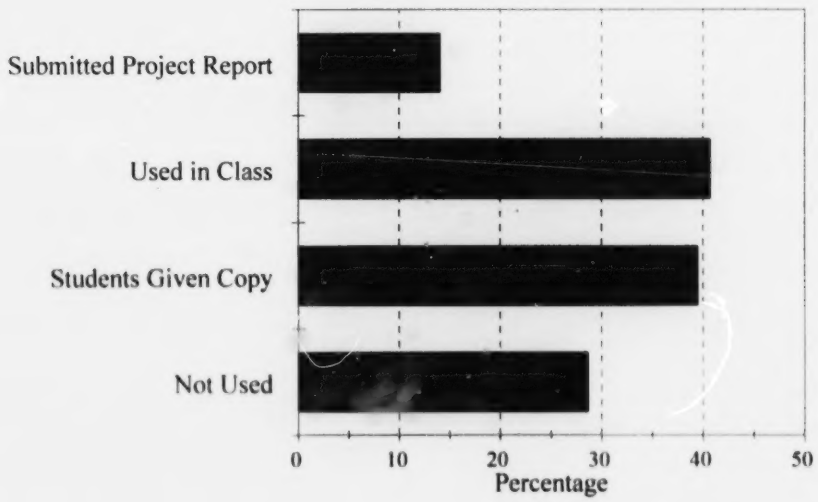
The most frequent suggestion for improvement was the need for a version written for younger students (21%), inappropriateness of the precept "Don't be promiscuous" with younger students (6%) or the similarity of this moral code to a religion (7%). Note, however, that 2% liked the booklet because it presented morals without reference to a religion.

Use of Contest Materials:

Many of the educators receiving these materials do not submit a written project report for judging at the end of the school year. Phone calls and letters had indicated that the materials were being used in many classes even when no project report was submitted but no survey had been conducted. A major goal of this survey was to determine how the materials were being used in the classroom. Therefore, teachers were asked how they were using the materials with their students.

Teachers might use these materials in more than one way. They were asked if they planned to submit a project report for the contest, used the booklets in class discussions and homework, passed out booklets to students but never used the materials in class, or had not used the materials at all. The portion of teachers using the materials in each of these ways is shown in Figure A-2.

Figure A-2: How Teachers Used *The Way to Happiness*



Teachers were also asked to comment on their use of these materials. (see Appendix III) 25% commented on their use in class discussions and in writing assignments for the students. 17% commented on other ways they integrated the materials into the curriculum. 13% reserved the booklets as a teacher or individual reference tool.

***Participation in the* SAGE Contest:**

Although 74% of the teachers stated that they used the materials, only 16% planned to submit a project report to the *SAGE Contest* for judging.

Schools with a moderately large student b dy (between 500 and 1000 students) were far more likely to plan on submitting a project report than other schools (Table A-V).

Table A-V
Planning a Project Report, Kit Recipients

Size of School	Percentage Entering
1-100	6%
101-250	6%
251-500	13%
501-1,000	34%
>1,000	8%

There was also an association between school grade level and a plan to submit a project report for the contest. (Table A-VI) Elementary schools were more likely to participate than either junior high or high schools. No high school from this group was planning on sending in a project report.

Table A-VI
Planning a Project Report, Kit Recipients

Type of School	Percentage Entering
Elementary	19%
Jr High	17%
High	0%
Elementary to Jr High	24%
Elementary to High	0%
Jr High to High	0%

Urban schools were more likely to plan on a project report (23%) than either suburban (7%) or rural (11%) schools. Low income schools were more likely to plan on a project report (21%) than low/mid (8%) or middle income (11%) schools.

Comments regarding participation in the *SAGE Contest* are given in Appendix IV. By far the most common reason for not submitting a project report was lack of time (46%). Other reasons were late receipt of materials for this year's class planning (8%), a change of job so that materials no longer were appropriate (5%), no interest by students (5%), and a lack of approval for use in the classroom (5%).

Only 15 educators not planning on submitting project reports had suggestions for how CBAA could encourage them to do so. An earlier start, a learning disabled category, more examples of projects, and an advisor for the program were among the suggestions made.

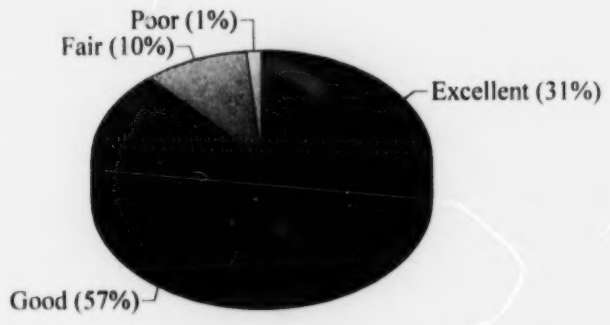
Of those planning a project report, 3 had already consulted with the program office and appreciated this service. Examples of projects and of the report format plus clarification of the rules of the contest were requested by these educators.

The* SAGE Contest *Workbook:

50% of those answering this question had used the workbook that came with the contest kit.

Not surprisingly, 91% of those planning on submitting a project report had used the workbook while only 38% of those not planning on submitting a report had done so.

Figure A-3: Workbook Rating



Most of the schools planning on submitting project reports were elementary or junior high schools. Therefore, it is not surprising that a higher percentage of teachers at elementary (55%) and junior high schools (52%) had used the workbook than had teachers at high schools (35%).

Teachers rated the usefulness of the *SAGE Contest* workbook in helping them start their project. (Figure A-3) 31% rated it as Excellent, 57% as Good, 10% as Fair and 1% as Poor. Converted to a 4-point scale, the average rating was 3.16.

84% of those rating the usefulness of the workbook had used it in class.

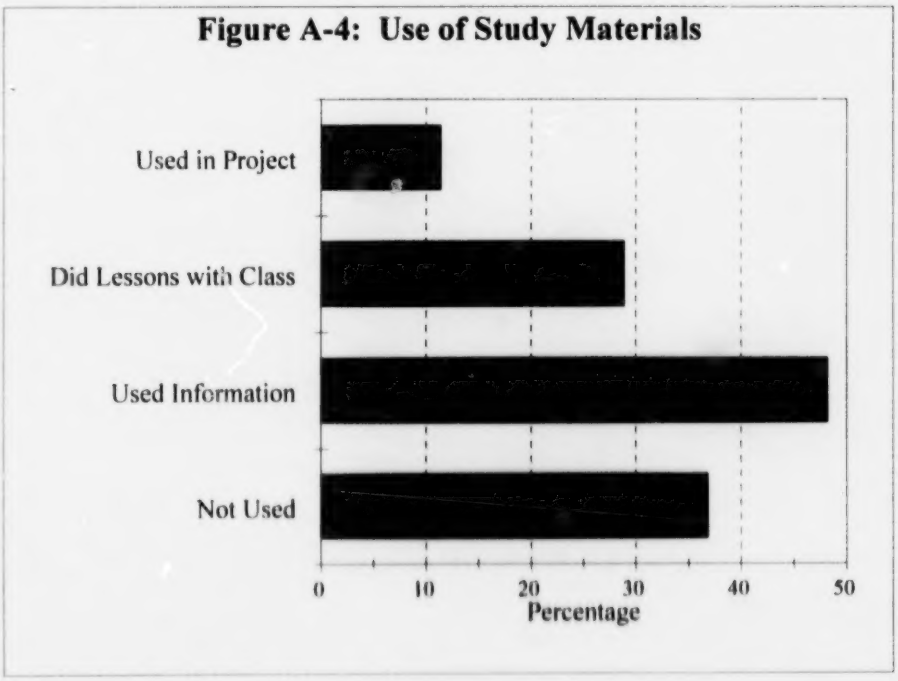
There was no association between workbook rating and grade level taught at the school.

Asked to comment on how the workbook could be improved to make it more useful, 10 educators made suggestions. 3 requested a high school version. 3 requested more graphics, especially pictures of young kids. Other suggestions were a concise reference section, more project examples, and a simpler layout at the top of the page.

Use of Study Materials:

The *SAGE Contest* starter kits should have included one or more text books presenting the elements of how to study effectively. The text book sent should have been at an appropriate level for the students at that school.

Figure A-4: Use of Study Materials



Educators were therefore asked which textbooks they had received, how they were using them, and what their opinion of the books was.

90% of the survey respondents did receive at least one text book on how to study. 55% received the 4th grade text, 49% the 6th grade text, and 64% the high school text.

Use of the textbooks varied. 37% reported that they had not used the books, 48% that they had used the information in the classroom, 29% that they had presented the data to students as part of the lesson plan, and 11% that they had incorporated the materials into their project for the *SAGE Contest*. (Figure A-4)

Comments regarding the use of these books are given in Appendix V.

Newsletter:

A newsletter was started this year for the *SAGE Contest*. This newsletter goes out to all educators who have signed up for the contest. It is intended to help them make use of the materials and to motivate them to continue to use the materials in their own schools.

50% of the respondents had received the newsletter. The things that they liked most about it were that it was informative, that it showed other projects, and that it increased involvement with the program.

There were only 4 who suggested changes in the current format. They wanted more examples of projects -- both good and bad -- and ideas for speakers for the classroom.

The items that they would like to see in a monthly newsletter to help them with their projects included:

* A bulletin board
* Classroom activities
* ESL ideas
* More examples and project ideas
* Program successes
* Pictures of kids participating
* Teacher's guide for materials
* Schedule for completion of project report.

Additional materials that they would like in order to supplement the current program include:

* 35 copies of the study method books
* Basic literacy courses
* Display for books
* Game using principles of booklet

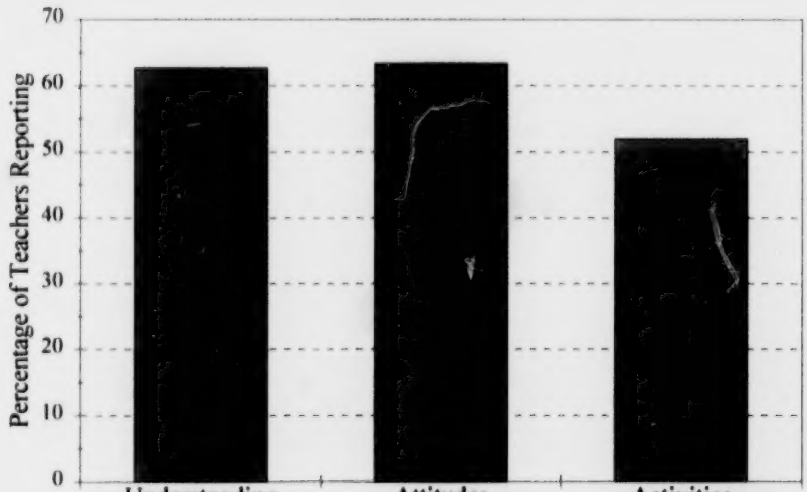
* List of other schools participating
* Masters for photocopying for activities
* Poster
* Workbooks that kids write in for course
* Younger version of *The Way to Happiness*

Effect of the Program on Students:

A major goal of this program is to set students on an ethical, winning path. A vital component of this survey was the request for teacher's observations of any change in:

a) Their students' understanding of moral values;
b) Their students' attitudes; and
c) Their students participation in activities.

Figure A-5: Positive Effects of the Program on Students



As shown in Figure A-5, 63% of the teachers answering this question report a positive change in their students' understanding of moral values. The most frequently reported observations are a general improvement in understanding of morals, that the material complements other parts of curriculum to enhance the positive effect, that students are more interested in others and that they have improved social skills.

61% of those replying report a change in student attitudes. The students have a better attitude and think more positively.

52% of respondents report a change in activities. These have noticeably improved in

some cases while less marked changes are observed in others. A more complete listing of student responses is given in Appendix VI.

Meeting Expectations:

Finally, this survey asked what had originally interested these educators in the *SAGE Contest* and whether it had met their needs.

The most frequent reasons for entering this contest were the need for moral education in the schools (21% of replies) and the desire to help kids improve their lives (16%). These are huge buttons with these educators.

Additional reasons for entering the contest included an awareness of the decline in morals in the US (8%), and an interest in creating a community project (3%). 11% became interested after reviewing the copy of *The Way to Happiness* sent with the initial mailing or liked the name of the contest itself. 8% entered because it was free, they liked the contest idea, or they liked the prize money. A more complete listing is given in Appendix VII.

83% of the respondents felt that the material provided helped as they had expected.

Their final comments varied widely, covering many of the areas previously mentioned. One item that repeatedly came up was the need for a simpler version of the booklet for lower grades and a request for improved pictures for the publication.

Most consider this to be an excellent program that will really help their students to improve their lives.

TEACHERS WHO SUBMITTED A PROJECT REPORT IN 1992/93

Schools that receive starter kits for the *Set a Good Example Contest* are not obligated to complete a project report and submit it for judging. However, the schools that do submit a project report for the *Set a Good Example Contest* are the most likely to have taken full advantage of the program. Therefore, teachers who had entered project reports in the *Set a Good Example Contest* in the 1992/93 school year were surveyed. There were 7 replies to this 5-page questionnaire (Appendix VIII).

Demographics

The teachers replying to this survey represented seven cities in six states. They represented five elementary schools, one junior high and one high school. The average school size was 540 (range 300-924) students. Three schools were located in urban areas, 1 in suburban and 3 in rural. Four schools were reported as low income, one as low to middle and two as middle income. English was the first language for over 95% of the students in five of the schools and for about 25% in the other two schools.

The students who actively participated in each project were a portion of the student body, with an average of 60 actively participating students at each school. The grades of participating classes at the different Elementary schools were grades 4-6, grades 1&5, grades 3-5, grades 4-5 and grade 2. Seventh grade students did the junior high project and all grades participated in the high school project.

On average, the project involved 5 teachers and 17 students in leadership roles. Parents, local businesses, a separate youth group, and a group of senior citizens played roles in one or more of the projects.

Continued Participation

Six of the seven schools had not participated in the *SAGE Contest* prior to 1992/93 while one had entered the contest each year since 1989/90. Two of the seven planned to participate again in 1993/94 due to the increased student achievement, the recognition of their pupils and the opportunity for financial reward.

Of those not participating in 1993/94, one teacher was on maternity leave, two had not had the opportunity to obtain materials, the principal requested that the program be skipped at one school, and one school had a change in district-wide focus that necessitated a change in teaching priorities.

Signing Up for the Contest

One purpose of this survey was to find out if there was anything in particular that encouraged teachers to sign up for the *Set a Good Example Contest* and, if so, whether the materials had helped them as expected. The reasons given for signing up included agreement with the theme, appreciation of the development of correct decision-making skills for students, a referral from another educator, and a desire to compete for the prize money.

100% of the respondents stated that the materials had helped them as expected. Replies to "How did they help or not help?" were:

"The manuals were excellent. The little individual books were very much appreciated by the children. I tried my best to explain at their level and they enjoyed them."

"The students immediately claimed ownership of the booklets. The hardback books are used frequently for study tips."

"Provide a moral ambiance and spirituality."

"It was clearly explained."

"We orally read and discussed the book throughout the year."

"It gave the students a good perspective on how to set a good example for others as well as help tremendously with self esteem."

Materials:

The presentation of moral values in the booklet *The Way to Happiness* was rated as "Excellent" by three and "Good" by three of the respondents. No one rated it as either "Fair" or "Poor."

Three of the teachers rated the materials as "somewhat" easily understood by their students while three rated them as "very" easily understood. Four of the six teachers answering this question commented that they used informal class discussions to broaden their students' understanding of the materials. One class with predominately Spanish-speaking students presented the principles in Spanish.

Effects of the Program:

Teachers were asked whether they had noticed any effects of the *SAGE Contest* on student's understanding of moral values, attitudes or actions. One teacher did not reply and another would not comment as the program was started at the very beginning of the year so she didn't know how her students had previously acted.

All five of the other teachers did notice effects of the program in each of these areas. The students showed more respect for one another, they had better manners, they took on more responsibilities, they worked better together, and they became far more trustworthy. Comments from these teachers included:

> *"It was amazing to see how it changed them. They became very considerate, understanding and patient with each other and others in and out of the school."*
>
> *"Pupils were more mannerly when dealing with other youngsters in the program."*
>
> *"The students became student leaders in their classrooms and in all facets of the school."*
>
> *"They showed increased pride in themselves and the school. Their expectations seemed to rise so that the goals they set for themselves seemed higher. They became very trustworthy. I experienced no incidents of theft and almost no lying. I sensed they were more understanding and accepting of each other."*

Successful Actions in Producing a Project Report:

To compete in the *SAGE Contest*, the school must initiate, complete, and report on a project involving the principles from the booklet *The Way to Happiness*. Teachers were asked what their key successful actions, barriers, and most useful materials were at each stage of project development.

Successful Actions: In several cases, initiation of the project was aided by help from individuals and groups outside of school such as parents, local project coordinators, and an affiliation with another youth group interested in the program. The book on how to study was the key aide to success at one school.

Continued help from sponsors, student enthusiasm, involvement of local media in broadcasting the program, and good organization and planning were vital for completing the projects. In one case, a snack was served to children in a tutoring program which greatly assisted the success of the program.

Writing the project report is a major accomplishment in some cases. Key successful actions on this report included a stiff target for completion, support from local coordinators, photos of all project steps, and endorsements from local organizations that supported their project.

Barriers: Key barriers to starting the project were student transportation, funding, and, in one case, objection to the program by an administrator. Funding and transportation continued to be the major barriers during project execution.

Preparing the final report had a somewhat different set of barriers. The time it took to prepare the report was a major barrier in three cases while a better description of the report format was requested in two.

Helpful Materials: The materials provided were very helpful in each case for getting the project started. Some projects also required a camera, audio-visual equipment, tools or refreshments, each of which was helpful for that project.

Both the project report description, provided by CBAA, and reading the project report from another school were quite helpful in deciding how to present the materials for judging.

Improvements: Suggestions for improvements included use of videocassettes as a training tool in project initiation and recognition by judges of especially hard workers in this contest. The number of schools submitting project reports might be increased by starting a coloring or a logo competition among potential student participants.

One aid that *SAGE Contest* personnel can provide to encourage completion of project reports is a periodic notice of upcoming deadlines and successes of participants along with encouragement to keep the project moving. Production of the project plans would be aided by a cash allowance to cover small parts needed for the project, cash to cover presentation of results to media and interested groups, and provision of handouts (such as drug/alcohol abuse data) on issues touched by the project itself.

Completion of the project report relies heavily on the materials sent with the information package. One teacher could have used these earlier than they arrived. In addition, the directions need to be reviewed for clarity of presentation.

Several teachers requested examples of completed projects as they are very useful in determining how to present the project results in a way that communicates adequately to the program reviewers.

Improving Participation:

Teachers were asked for suggestions on how to increase project participation. Talks to school administrators, to the parents organization, or to the faculty at large were suggested to encourage participation in the project. Another suggestion was smaller prizes, but more of them. Finally, more examples of successful projects from the past were recommended by these teachers.

Contest Awards:

Teachers were asked if they liked the current system of contest awards. 6 of the 7 do while one does not. The one who objected would prefer for the awards to go to student leaders. Suggestions for additional awards included more awards for top five schools and acknowledgement in the newsletter.

Future Programs:

Teachers were asked whether there was any subject or area of interest that they would like addressed as a follow up program to the *SAGE Contest*. Most teachers did not reply to this question but one that did pointed out that drugs, alcohol and tobacco avoidance cover plenty of breadth. Strong self concepts and peer support are essential in this area. Any additional program should continue to support this field.

TEACHERS WHO SUBMITTED A PROJECT REPORT IN 1993/94

Following the survey of educators who had requested a starter kit for the *SAGE Contest* in 1993/94, both the educators who actually submitted a project report for judging and the students who had participated in the projects were surveyed. These individuals are the ones who have taken full advantage of the *Set a Good Example Contest* program. It might be expected that the benefits they have gained from the program and their understanding of the potential effects of the program are more comprehensive than was found in the prior survey of all recipients of kit materials for 1993/94.

This survey was conducted in May, 1994. Questionnaires were sent to the educators in charge of project reports within one week of receipt of their project report for the *SAGE Contest*. Separate questionnaires were provided for the educators and the students who had participated in the projects. Each school was invited to have those educators most intimately involved in the *SAGE Contest* program fill in the 7-page educator questionnaires (Appendix IX). In total, 72 educators contributed to this survey.

Demographics:

School Description: The schools submitting project reports for competition in this contest ranged in size from 7 to 2,400 students (Table C-I) with an average size of 633 students. As in 1992/93, the majority of schools had between 501 and 1,000 students. This preference for moderate sized schools among contest participants was more marked than had been found in the prior survey of all schools receiving starter kits (see Table A-I).

Elementary schools again dominated the contest participants (Table C-II), with 60% of the survey respondents representing elementary schools, 7% junior high schools and 19% high schools. 7% of the schools offered elementary through junior high or high school programs and 6% offered both junior high and high school programs.

Table C-I
Number of Students, Schools Submitting Project Report

Student Number	Number of Schools
1-100	6 (8%)
101-250	5 (7%)
251-500	14 (19%)
501-1,000	44 (61%)
>1,000	3 (4%)

Educators from elementary schools comprise a greater percentage of the individuals participating in this survey than they did in the prior survey of all educators who received a starter kit (see first section). This aligns with the finding that a larger percentage of educators from elementary schools than from junior high or high schools were planning on submitting a project report in that earlier survey.

Table C-II
Type of School, Schools Submitting Project Report

Elementary	41 (60%)
Jr High	5 (7%)
High	13 (19%)
Elementary to Jr High	3 (4%)
Elementary to High	2 (3%)
Jr High to High	4 (6%)
Not Given	4

Educators were asked about the school's location, the general income level of the students and the percentage of students speaking English as their FIRST language.

50% of the educators represent schools located in urban areas, 34% in suburban and 16% in rural. This is in close agreement with the distribution of responses for all educators receiving kit materials.

As was found in the survey of all kit recipients, the average income level for students is on the low end with 58% of the schools serving mainly low income students (Table C-III).

Table C-III
Income Level of Students, Schools Submitting Project Report

Income Level	Number of Schools
Low	41 (58%)
L/M	2 (3%)
Mid	26 (37%)
M/H	1 (1%)
High	0 (0%)
All	1 (1%)
Not Given	1

English was the first language for most students at the majority of schools submitting project reports. This was not always the case, however, as several educators represented schools with a majority of students having English as their second language. (Table C-IV)

Table C-IV
English as First Language, Schools Submitting Project Report

Percentage Range	Number of Schools
25 or less	7 (10%)
26-40	4 (6%)
41-60	3 (4%)
61-80	11 (15%)
81-90	18 (25%)
91-95	20 (28%)
96-100	8 (11%)
Not Given	1

The educators who participated in the survey of schools receiving starter kits (Table A-IV) represent a higher proportion of schools with 96-100% of the students having English as their first language than has been found in this survey of educators who submit project reports. Schools with 80-95% of the student body having English as their first language dominate this survey whereas schools with over 95% English as their first language dominated the prior survey.

Active Involvement in SAGE Contest: At any school participating in this contest one might expect the main work to be done by a subset of the student body. One purpose of this survey was to find out more about the individuals who had actively contributed to the *Set a Good Example Contest* projects.

From 1 to 48 classes were reported as having participated in the *SAGE Contest* project with an average of 19 classes participating. From 7 to 940 students participated with an average of 367 students: This represents from 2.5% to 100% of the students at the various locations.

There were between 0 and 100 teachers involved in these projects, with a mean number of 10. Approximately 20 students were credited with taking leadership roles. Community involvement was also a factor -- parents, senior citizens, program sponsors, police, local businesses and legislators actively contributed to project completion.

When the grade level of participants was examined, there was little change from the overall grade level of the school. The only exception is that among Elementary schools there was a slight preference to have lower level grades participate (18 responses) as compared to middle (10 responses) or upper grades (3 responses).

When one compares the percentage of students speaking English as their first language for the whole school to the number claiming it as their first language among the active contest participants, there is a definite shift towards an increase in the number of students who had English as their first language (Table C-V).

Table C-V
English as First Language
Whole School versus Active Participants

Percentage Range	Number of Schools	
	All Students	Participants
25 or less	7	6
26-40	4	5
41-60	3	2
61-80	11	9
81-90	18	11
91-95	20	18
96-100	8	18
Not Given	1	3

Continued Participation:

36% of the *SAGE Contest* participants from 1993/94 reported that they had participated in the contest in a prior year. Two had participated every year since 1990, the balance having participated in 1992/93 alone. 64% of these prior participants were from elementary schools, 8% from junior highs and 16% from high schools, with the school type of another 12% not reported. These are approximately the same proportions, by school type, as for the entire contest group (Table C-II).

97% of the contest participants this year report that they would like to participate in the *SAGE Contest* again next year. Prominent reasons for continued participation include the increase in student self esteem, the need for teaching morals, the leadership qualities the program promotes, and the positive attitudes that this program engenders. (see Appendix X)

Signing Up for the Contest:

Teachers were asked if there was anything in particular that encouraged them to sign up for the *SAGE Contest*. The most frequent response was to help their students to succeed. Other reasons included an interest in the contest itself, liking the booklet *The Way to Happiness*, and the observation that these materials fit into the curriculum and could be used to enhance it.

96% of these teachers report that the materials provided did help them as expected. The booklet's value as a tool to guide students was frequently commented upon. The fact that kids use this booklet, that it explains the material well, and that it fits the curriculum were also mentioned.

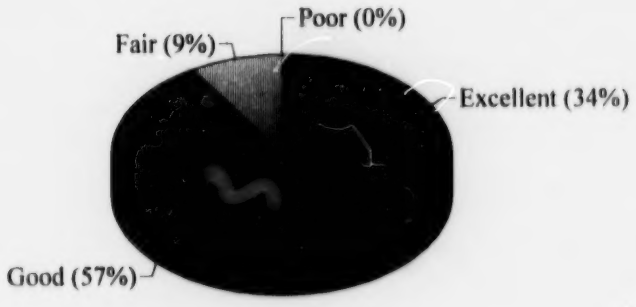
Suggestions for improvement included development of a teacher's guide and production of a version at an easier reading level.

Materials:

The Way to Happiness: The main tool provided for this contest is the booklet *The Way to Happiness* by L. Ron Hubbard. As with earlier surveys, the response of educators to this booklet was of interest. Therefore, educators were asked to rate the presentation of moral values in the booklet *The Way to Happiness*.

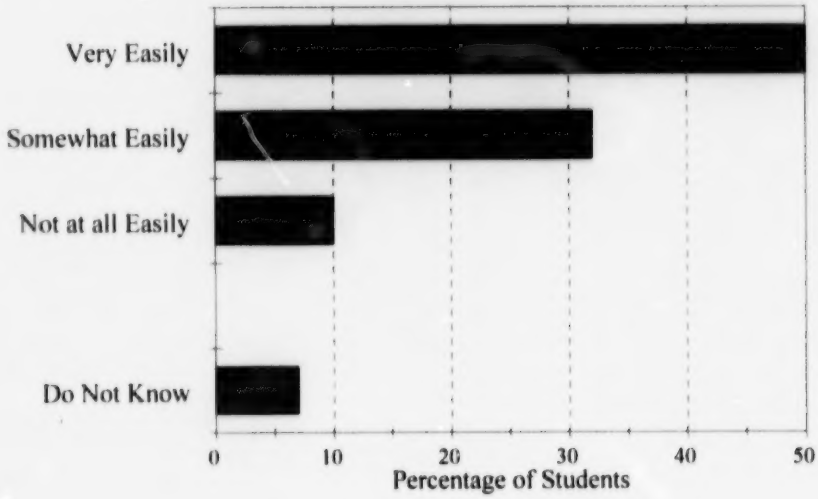
34% of these educators rated the booklet as "Excellent," 57% as "Good," 9% as "Fair" and no one rated it as "Poor." (Figure C-1) This did not vary significantly by school size, type, location or the income level of the students. Positive comments included the good fit to current curricula, the lack of religious alliance, the positive attitudes this booklet conveyed and its applicability. Points for improvement included matching the reading level of the materials to the students (18%), improving the graphics (4%) and improving the relevance of examples (4%). (see Appendix XI)

Figure C-1: Rating of
The Way to Happiness



Requests for simplified versions of *The Way to Happiness* booklet had been made during prior surveys. Therefore, educators were asked how easily they thought their students understood the moral principles taught in the booklet. 50% said the booklet was understood

Figure C-2: How Students Understand
The Way to Happiness

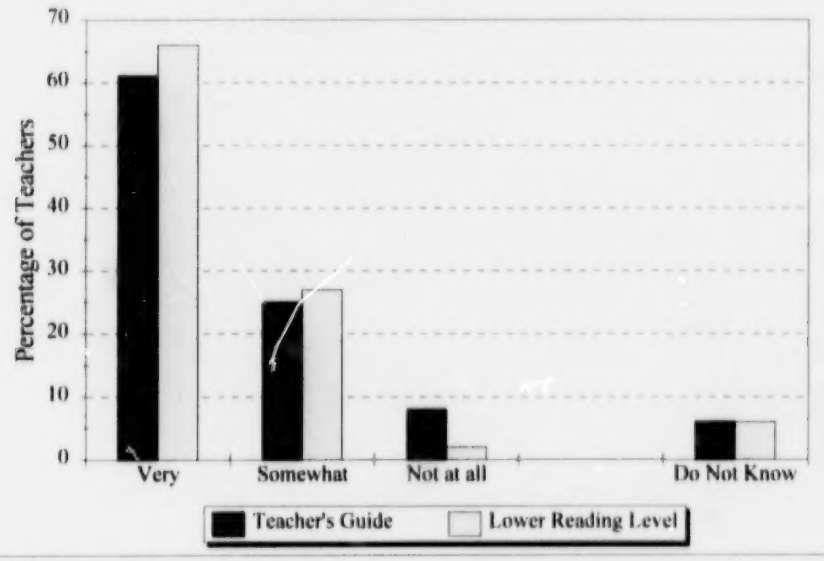


"very easily", 32% "somewhat easily", 10% "not at all easily" and 7% of the teachers reported that they did not know. (Figure C-2) A higher proportion of students were reported to understand the materials "somewhat easily" rather than "very easily" in both rural and low income areas.

Teachers did a variety of things in order to facilitate duplication of the moral principles by their students. They read the booklet, discussed the precept in class, gave examples of its application, related the principle to current events, did art projects and role modeling, and learned study skills to increase the student's ability to understand the materials. These are listed in Appendix XII.

Supplemental Materials: Prior surveys had come up with two items of particular interest to teachers -- a Teacher's Guide and a version of *The Way to Happiness* for lower reading levels. Teachers were therefore asked how helpful each of these items would be for them. (Figure C-3)

Figure C-3: How Helpful Would Supplemental Materials Be?



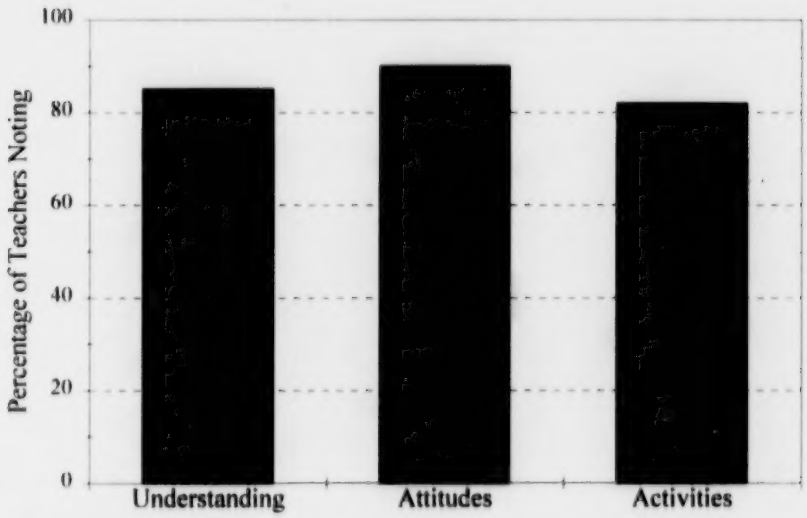
A Teacher's Guide was rated as "very helpful" by 61% of these educators, 25% rated it as "somewhat helpful" and 8% as "not at all helpful." 6% did not know. This idea was especially well received at elementary schools. 78% of elementary school educators thought that a Teacher's Guide would be "very helpful."

A version of *The Way to Happiness* for lower reading levels was rated as "very helpful" by 66% of these educators, "somewhat helpful" by 27%, and "not at all helpful" by 2%. 6% did not know. Elementary school teachers were especially interested in this item, with 83% rating it as "very helpful" while high school teachers were noticeably less interested, with only 15% rating it as "very helpful."

Effects of the Program:

Educators were asked whether they had noticed any effects of the *SAGE Contest* on their student's understanding of moral values, attitudes or actions. 85% had noted a change in understanding, 90% a positive change in attitudes, and 82% a change in actions. (Figure C-4)

Figure C-4: Positive Effects of the Program on Students



Comments regarding the change in understanding of moral values frequently mentioned that the students were more aware of morals and of their importance, that they were more cooperative, and that they better understood the difference between right and wrong. (Appendix XIII)

An increase in positive viewpoints was the dominant effect of the *SAGE Contest* on student attitudes. Teachers also reported that their students were proud of their accomplishments, that they worked together better and that they were more friendly and helpful with one another. (Appendix XIV)

The most frequently reported changes in actions were that students were more helpful, more courteous, that classroom discipline was not as big a problem, that they granted one another greater respect and that they acted more responsibly. (Appendix XV)

These teachers have noted some extremely positive effects from the *Set a Good Example Contest* in their schools. These observations constitute strong support for including training in morals as part of the classroom environment.

Successful Actions in Producing a Project Report:

To be considered for an award in the *SAGE Contest*, the school must initiate, complete, and report on a project involving the principles from the booklet *The Way to Happiness*. Teachers were asked what their key successful actions, barriers, and most useful materials were at each stage of project development.

Successful Actions: The successful actions included student and teacher commitment, backup by community members, good planning, and successful fundraising. After project initiation, actively working with students to keep them on track and responding to their enthusiasm to get the job done were vital. Daily reminders of the project and what was being done helped in some cases. Handouts were produced and support letters were written. Active communication with the national office of CBAA provided support regarding timing and upcoming deadlines. Active involvement of sponsors as needed contributed greatly to project completion.

Barriers: The key barriers were finding the time amongst strong academic commitments, having sufficient funding for needed materials, coordinating with other programs so that there was not a conflict, acquiring transportation, keeping students on track, and continuing to have adequate administrative support. It might be noted that some teachers had difficulty presenting precept #3 (Don't be promiscuous) to younger children.

Helpful Materials: The booklets and workbook provided with the starter kit were vital to completion of the project. A camera to document the progress of the project was a big asset: Such visual records contribute strongly to the final project report. Other materials used included training videos and books for the project topic chosen, buttons for students to identify themselves as members of the team, and handouts relevant to the project topic.

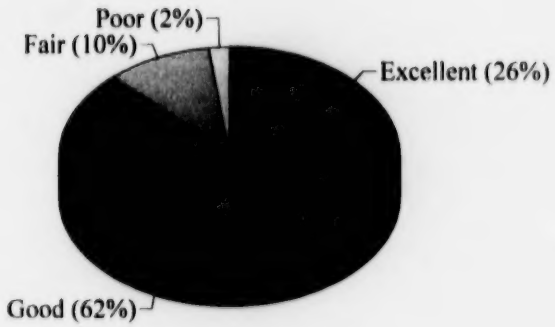
A full listing of the successful actions, key barriers, and valuable materials used by educators in their projects is given in Appendix XVI.

Additional Materials:

Workbook: A workbook is provided with the *Set a Good Example Contest* starter kit, intended to give the teacher information about the program, contest rules, and how to participate in the program. Not all teachers have access to this workbook and, when they do have access, they do not always use it. Indeed, 81% of the educators report having used the workbook and 19% report not having used it.

Teachers who had used the workbook were asked to rate how useful it had been in helping them to start their projects. 26% rated it as "Excellent," 62% as "Good," 10% as "Fair" and 2% as "Poor." (Figure C-5) The specific improvements they suggested included adding more examples, student games based on the precepts, other student activities, age-specific ideas, and a better description of the format for the project report. (Appendix XVII)

Figure C-5: Workbook Rating



Study Books: Starter kits should have contained one or more hardback books presenting the study method developed by L. Ron Hubbard. (These books are described in Section A.) Teachers were asked which of the books they had received. 60% of the educators received the *Learning How to Learn* book, 47% the *Study Skills for Life* book, and 69% the *Basic Study Manual*. The books did tend to go to the correct schools, with more elementary schools receiving the *Learning How to Learn* book and more high schools receiving the *Study Skills for Life* book.

Once these books were received, the real question was "How are they being used?" Therefore, educators were asked how they were currently using the books. At least 80% were using them in some way. 57% used the information in the classroom, 31% had presented the material to students as part of the lesson plan, and 36% had incorporated the study method into their *Set a Good Example Contest* project plan. Comments about these books are included in Appendix XVIII.

Improvements to the Program:

Increased Participation: Educators were asked if they had any ideas on how to increase participation in the *SAGE Contest*. Frequent suggestions included buying advertisements, specifically in teacher magazines, using media to broadcast the positive effects of the program, offering incentives to participants, creating a workshop on how to participate in the contest, having more contest winners, putting out fliers, and getting increased community involvement. A full list of suggestions is included in Appendix XIX.

Changes to Awards: Participants were asked whether they liked the current system of contest awards. 85% of those replying do like the current system. When asked if they would like more awards but of smaller cash value, only 41% were in favor of such a change.

One relatively inexpensive way to increase the acknowledgement of contest participants is to give certificates to the students and teachers who are key contributors to each school's project. Educators were asked whether this was "not at all desirable", "somewhat desirable" or "very desirable." (Table C-VI) 66% thought that this was very desirable, 29% somewhat desirable and 5% not at all desirable. These answers did not vary significantly by the type of school (elementary, junior high or high school) that the educator represented.

Table C-VI
Are Certificates Desirable?

Response	Number of Educators	
Not at All Desirable	3	(5%)
Somewhat Desirable	17	(29%)
Very Desirable	39	(66%)
No Answer	13	

Leadership Awards: Educators were asked if they would like to nominate individuals from their area for leadership awards based on their roles in their school's project. 82% of the respondents would like to do this while 18% would not. This also did not vary significantly by type of school.

Additional Awards: Suggestions for additional awards were mainly items for students that would acknowledge their effort and achievements -- a medal, gift certificate at a local store, magazine subscription, T-shirt or cap, certificate, plaque, or trophy.

A personal visit from an associate to the community to recognize that school's participation in the program, a visit from a sports or government personality who is an idol to that group, a scholarship, a pizza party, and, of course, money were all desirable. One teacher pointed out that the teachers should be able to decide how the money that goes to their school is spent. (Appendix XX)

Future Programs for the CBAA: The suggestions for future programs included several suggestions for social studies and health, being a good citizen, flag etiquette and patriotism, handling peer pressure, handling violence, increasing parental involvement, self esteem, and extending the recycling effort. (Appendix XXI) As one teacher pointed out, "Set a Good Example" is such a broad topic that it can include any subject or area of interest.

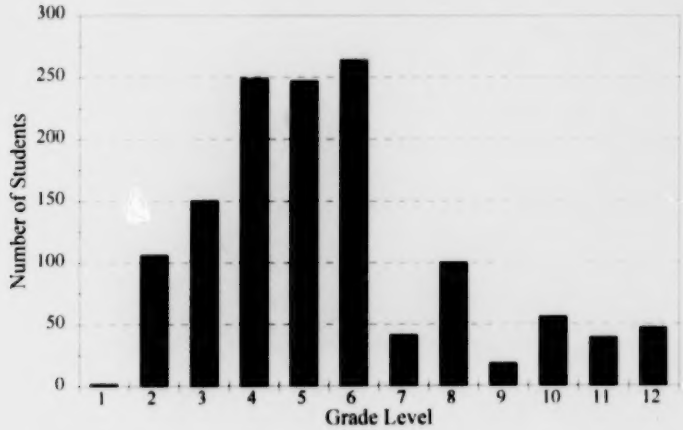
STUDENTS WHO PARTICIPATED IN A PROJECT REPORT, 1993/94

Both students and teachers from schools submitting project reports for judging in the *Set a Good Example Contest* of 1993/94 were surveyed for this evaluation. The purpose was to assess their responses to the program, what they got out of it, and what could be done to improve the program in the future. The students filled in a 2-page survey (Appendix XXII) designed to gather this information.

Demographics:

1,321 students, representing 27 schools, participated in this survey. Their ages ranged from 6 to 20, with an average age of 11. 54% were female and 46% male. The students were in grades 1 through 12 with the majority in grades 4 through 6. (Figure D-1)

Figure D-1: Grade Level of Students Participating in Survey



Materials:

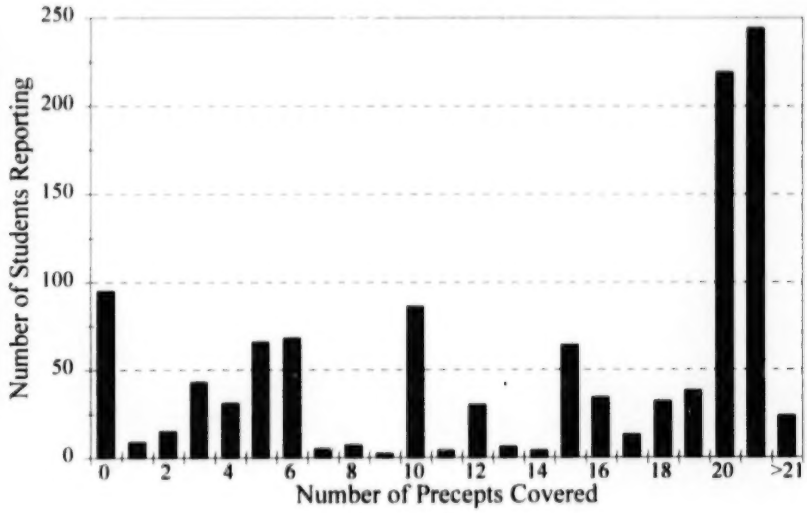
Projects for the *Set a Good Example Contest* are based on applications of the common sense rules for living contained in the booklet *The Way to Happiness*. Each student is supposed to receive his or her own copy of this booklet for use in the school's project. Therefore, students were asked if they had received their own copy of the booklet.

72% of the students had received their own copy of *The Way to Happiness* booklet. There was a big discrepancy in the percentage of students who had received their own books when students were separated by grade. Less than 25% of first and second graders had their own booklets, 64% of third through fifth graders had their own booklets, and about 90% of the remaining students had their own booklets.

A major purpose of this survey was to find out how these materials were being used in the classroom. 87% of the students report that they did go over some ideas from *The Way to Happiness* booklet in their class. This is highly dependent on the grade level of the student. Over 90% of first through fourth graders report going over this material in the classroom. The percentage drops in junior high and in high school classes it plummets from 69% in tenth grade, to 47% in eleventh and finally to 27% by the 12th grade.

Taken together, these results are not surprising. The materials require class discussion in the lower grades to enable the students to understand the concepts. A personal copy of the booklets would be nice but the reading level is beyond that of a second grader. In contrast, older students are able to take advantage of a personal copy of the booklet. Though class discussions would still be helpful, the reading level of the students in upper grades is far

Figure D-2: Number of Precepts Covered in the Classroom



enough advanced to obviate the *requirement* that the teacher discuss the materials in class in order for the students to understand them.

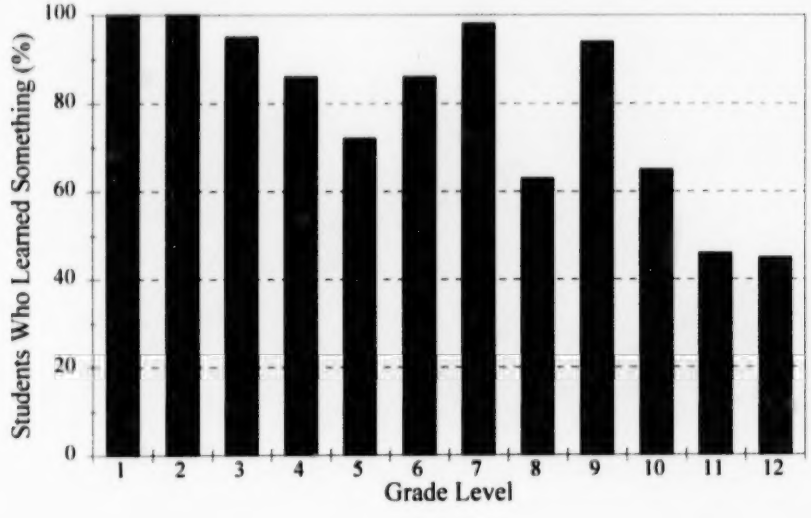
Students were also asked how many of the precepts were being covered in class. 8% of the students reported no coverage of precepts in class. About 6% reported from 1 to 3 precepts being covered, 15% from 4 to 6 precepts, 1% from 7 to 9 precepts, 11% from 10 to 12 precepts, 6% from 13 to 15 precepts, 7% 16 to 18 precepts, and 44% of the students reported from 19 to 21 precepts being covered in class. 2% reported covering more than 21 precepts. (Figure D-2).

This number was not dependent on gender but it was related to the grade level of the student. Students in lower grades were more likely to have many precepts presented in class while students in upper grades were more likely to have little or no class discussion of the precepts.

Benefits of the Program:

Ultimately, this program is aimed at helping students to lead happier, more productive lives. One purpose of this survey was to find out what students thought they were getting out of the program. They were asked if they had learned anything from *The Way to Happiness* booklet or from class discussions. 80.5% of the students report that they did learn something from this booklet. 84% of the females and 76.5% of the males reported learning something.

Figure D-3: Percentage of Students Who Learned from Program



Whether they learned anything was highly dependent on grade level (Figure D-3). Whereas 100% of first and second graders reported learning something, only 45% of students

in the twelfth grade reported learning anything from this booklet.

Not surprisingly, the number of students reporting that they learned something was also dependent on the number of precepts discussed in class. 68% of the students covering one to ten precepts in class reported learning something while 85% of those covering 10-16 precepts learned something and over 95% of those covering 17 or more precepts learned something.

Students were asked what they had learned. Some of their answers were:

"I learned many things besides reading & math from the book. To be competent, kind, truthful and caring."

"I learned to set a good example for my brothers. I have a better attitude instead of being so selfish."

"I learned what words mean and the word promiscuous and it helped me change my life."

"I learned all kinds of lessons like gratitude, setting a good example & being competent & responsible."

"I learned alot of things, taking care of ourselves and others, teaches me how to have a better living."

"Set a good example whenever, wherever you go, don't let anybody get in your way and I did this."

Student Review of "The Way to Happiness" booklet:

Students were asked what they liked best about *The Way to Happiness* booklet and what they would like to see changed.

The items that students liked best about *The Way to Happiness* included the ideas presented, the examples given, and the classroom activities that their teacher did with them. Some of their replies to this question were:

"It makes you wake up and realize that things can change fast and taught us that we are the future."

"It makes a lot of sense--it also makes you think about things you never did it helps you to become a better person."

"I like the topic "Fulfill your Obligations." I try to do my homework every night."

"I learned to be aware of my attitude & temper & how to control it."

"Liked "be competent" because improved in that area by working harder, helping more & being more polite."

"Now everyone behaves at school."

"Liked that I could keep it and it's a little handy book that could help me and others to be happy."

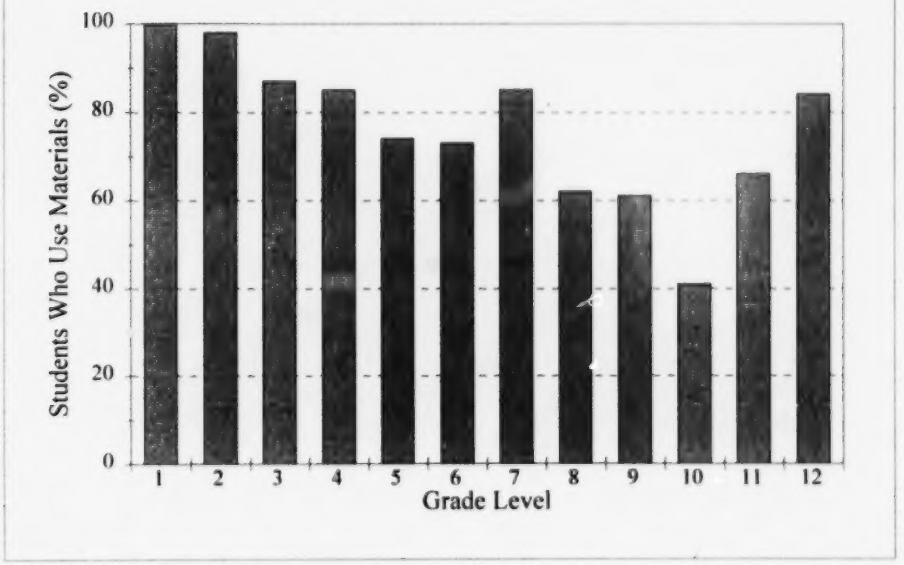
Students were also asked if they would like to see anything about the booklet changed. 23% would like to see something changed. The frequently mentioned items included adding more stories, especially ones relevant to teens, expanding the book to a full textbook while including information on drug abuse and how to avoid danger, adding a video to the book package, including stories or topics written by kids, and adding better color pictures.

Several students also requested text that was easier to read. Several asked about the reference to Buddhism on page 13. A few mentioned that their parents had objected to the "Don't be promiscuous" section.

Use of materials in everyday life:

Students were asked whether they used the things they learned from *The Way to*

Figure D-4: Percentage of Students Who Use Materials in Everyday Lives



Happiness booklet in their everyday lives. 76.7% of the respondents stated that they did do so, with 80.3% of the females and 71.6% of the males saying that they used what they had learned.

The number reporting that they used what they learned varied by grade level, with grades 1 through 4 having the highest percentage of students who reported that they had used the materials and grades 9 through 11 having the lowest percentage of reported use. (Figure D-4)

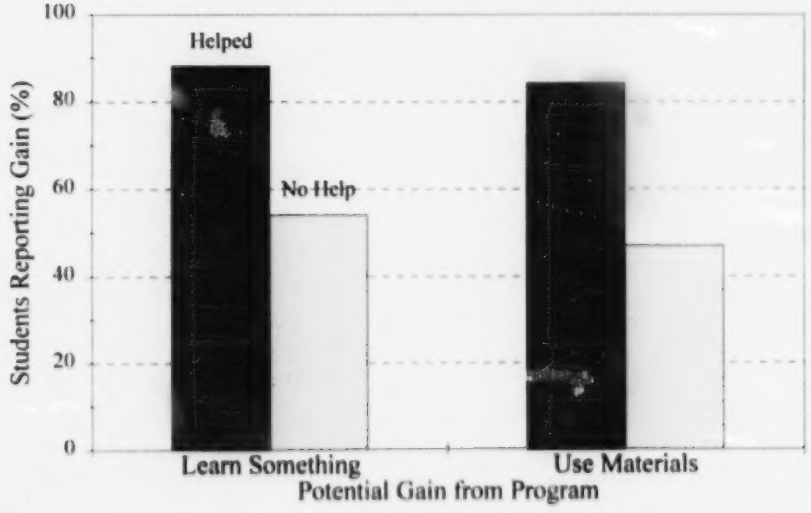
The ways students used this material included increased respect for both oneself and others, respect for the religious beliefs of others, the decision not to ruin one's life by drugs or crime, to set a good example for others, to communicate with others, to eat better, to follow the rules, and to deal with stress.

Participation in the Contest:

Although all students answering this survey attended a school participating in the contest, the involvement with the *SAGE Contest* varied considerably in this student population.

79% of the students filling in these surveys report that they helped with the *Set a Good Example Contest* project from their school. Approximately equal numbers of males and females reported helping. Whereas over 90% of the grade school students surveyed report helping with the project from their school, only about 70% of the junior high school students

Figure D-5: Relationship of Helping With the Project to Gains from Program



and less than 40% of the senior high students helped out. This variation in contribution to the project is consistent with the variation in what students got out of the program depending on grade level.

Indeed, 88% of the students who helped with the *SAGE Contest* project from their school reported that they learned something from the program while 54% of those who did not help with the project reported that they learned something. Also, 84% of the students who participated in the project report that they use *The Way to Happiness* in their everyday lives while 47% of those who did not participate report using the materials. (Figure D-5) Although a large portion of the students who did not actively participate do report gains, it is clear that those who participate get the most out of this program.

Students were asked what they had done on the project. The responses varied as much as the project designs. Students helped organize, worked on posters, cared for pets, helped put on a "grandparents day," helped out with other kids, worked on their own manners, cleaned up the property, contributed canned goods and money to a food drive, made their own radio show, started a recycling program, took pictures, wrote a booklet on good health, and many other items. This program initiated a wide variety of community activities and student projects.

Opinion of the Contest:

Students were asked what they liked the most about the *Set a Good Example Contest*. "Helping others", "Working with others", and "It was fun" were very frequent responses. Other answers include:

"It is a great way for people to learn to work together."

"It made me feel good about myself."

"It teaches you about life."

"We all got together from the community and projected that there are good students out there."

"I like learning about the wolves and I like not just learning but actually doing something about it."

"We got to practice our good manners and work with other younger and older students at school."

"It was cool way to bring people together, have good time instead of graffiti, dealing, shooting."

"Feeling I got when I realized that I made a difference."

Effects of Participation:

Changes in Students: Students were asked if they had changed anything as a result of participating in the *Set a Good Example Contest*. Students frequently reported that they got along better with others, that their attitudes were better, that they behaved better and that they were friendlier. Some of their answers were:

"Yes, I look up to many older people and I try to be a leader and role model for other younger students."

"See word respect as belonging to more than man, also includes many things around me, like my hamster."

"Stopped calling people names."

"School recognized as best behaved, best lunch bunch, because we practice quiet manners."

"During the first months in school I didn't do my homework & was lazy. Now I do my homework and I like it."

"Changed my attitude, don't talk back to my teacher, I'm trying to control my temper."

"Became a better person by having more courage."

"Now I take pride in my work & what I do. I use to always rush and not do my best. I improved in many ways."

"My attitude is changing because I use to talk when the teacher talked & I was rude."

"I didn't help my mom before when she was sick and now I do."

"Changed my eating habits, because too much fat in it. I have been treating people alot better."

"Started to do more things for people, found if we do things for people, everyone's happier and in a good mood."

"Don't feel like killing kids anymore."

What Students Retained: Students were also asked what they got out of being part of the *SAGE Contest* this year. Learning to be a better person, to get along with others, and to have trust for their peers and parents were frequent responses. Additional replies include:

"I learned more about myself and my peers."

"More understanding of morals and values."

"Felt better about myself & to tell you the truth, did enjoy doing things that are helpful or improve."

"Drugs are bad and not good for your health and can kill you."

"Learned to not throw trash in the streets of our city and to pick up trash we see in the street."

"Keep my body healthy, treat people nicer and don't do bad and harmful things."

"Everything - I wasn't such a good person before, now really I have straightened up my act."

"To care for my family, like myself, not to murder and steal."

"Learning to be nicer to other friends so I won't lose them though sometimes they're impossible."

Additional Comments: Students were asked if there was anything else they would like us to know. Among frequent requests for additional copies of the booklet and comments delineating why their school should win the $5,000 first prize, there were also some comments on the program as a whole:

"Way to happiness booklet is a great way to help students be better people and is very helpful."

"Hope the SAGE contest will always continue because it gives students sense of belonging and pride."

"Yes, thank you for reminding us how to behave and be happy."

"Like the book because it helped me change my bad attitudes. Thank you very much!"

"Even if we don't win contest, we learned a lot about being helpful and good students."

"I am so glad we participated in this. I'm sure it made us feel alot better about ourselves."

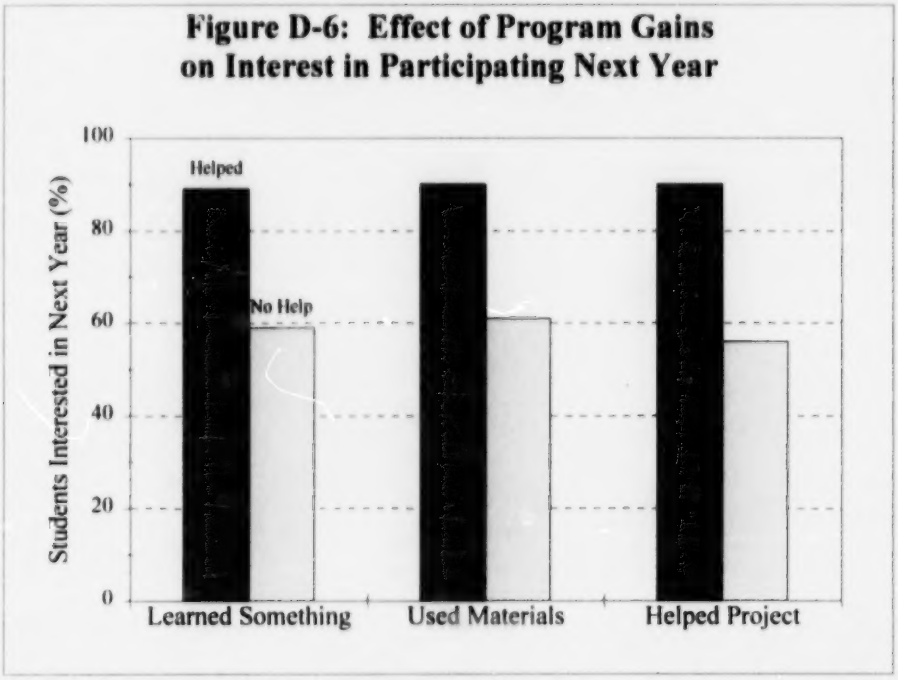
"That you all are doing a super-D-duper job on keeping us being courteous and healthy."

"It's an outstanding contest that completely changed my life for good. Hope to be involved next year."

Continued Participation:

The success of this program can be gauged by the number of students who would like to participate again next year. 83% of the students surveyed would like to participate again next year. 88% of the females and 79% of the males would like to do so. Over 90% of first through fourth graders would like to participate while around 83% of fifth through ninth graders would like to. Around 70% of high school students would like to participate next year.

Figure D-6: Effect of Program Gains on Interest in Participating Next Year



89% of those who learned something would like to participate again while only 59% of those who did not would like to participate. 90% of those who have used the materials in their everyday lives would like to participate while 61% of those who have not used the materials would like to. 90% of those who helped with the *SAGE Contest* project would like to participate again next year while only 56% of those who did not help would like to participate. (Figure D-6)

Those who read the materials, participated in the program, and thereby got something out of it this year are far more likely to want to participate again next year than those who did not do anything with the program.

List of Appendices

I. Questionnaire for Educators: Feb/March, 1994. (Used for Section A)
II. Comments on *The Way to Happiness* Booklet
III. Comments on Use of the Materials
IV. Comment on Participation in the *Set a Good Example Contest*
V. Comments on Use of the Study Books
VI. Teacher Observation of Gains in Students
VII. Reasons for Entering the Contest
VIII. Questionnaire for Educators: March, 1994. (Used for Section B)
IX. Questionnaire for Educators: April/May, 1994. (Used for Section C)
X. Why or Why Not Teachers Would like to Participate Next Year
XI. Comments on *The Way to Happiness* Booklet
XII. Things Teachers Did to Help Students Understand Principles
XIII. Comments on Changes in Understanding of Moral Values
XIV. Comments on Changes in Students' Attitudes
XV. Comments on Changes in Students Actions
XVI. Successful Actions in Producing a Project Report
XVII. Suggestions for Improvements to Workbook
XVIII. Comments About the Use of the Books on How to Study
XIX. Suggestions for Increased Participation in the Contest
XX. Suggestions for Changes in Awards
XXI. Suggestions for Additional Programs
XXII. Student Questionnaire: May, 1994. (Used for Section D)

Note: Questionnaires are provided (Appendices I, VIII, IX and XXII). For copies of other appendices, contact:

Concerned Businessmen's Association of America
13428 Maxella Avenue, Suite 248
Marina del Rey, CA 90292

The *Set a Good Example Contest*
Questionnaire for Educators: February/March, 1994

Name: _____ School: _____
School Address: _____
_____
School Phone: ( ) _____ Home Phone: ( ) _____
Grade Level(s) You Teach: _____ Subject(s) You Teach: _____

1. Please give us some information about the school where you work:

   Approximate number of students: _____
   Grade levels taught at the school: _____
   The area where this school is located is (circle one): Urban Suburban Rural
   The income level for the school is mainly: Low Middle High
   English is the first language for about what percent of the students? _____

2. Have you received your "Set a Good Example Contest" kit ? YES NO
   If not, please note if you would like to receive this kit.

3. How do you rate the presentation of moral values in the booklet "The Way to Happiness"?
   Poor Fair Good Excellent
   Please comment:

4. Which of the following best describes your use of "The Way to Happiness" booklet and related contest materials?
   [ ] a. Have not used the materials.
   [ ] b. Have passed out the booklets to students for their own use.
   [ ] c. Have used materials as part of the lesson plan in the classroom.
   [ ] d. Have started a class or school project using the materials.

   Please tell us more about your use of these materials:

5. Are you planning on submitting a project report to the "Set a Good Example Contest" judging panel this year? YES NO

If no:

a. Is there anything in particular that's keeping you from submitting a project report?

b. Is there anything that would encourage you to submit a project report?

c. Would you like to have a phone call to help answer your questions about this program? YES (Phone: _____; Best time to call ____) NO

If yes:

a. Is there anything that we could do to help you complete the project?

b. Would you like to have a phone call to help answer your questions about this program? YES (Phone: _____; Best time to call ____) NO

6. Did you use the workbook (entitled: "Set a Good Example Contest" Teacher Orientation, Workbook and Contest Rules) that came with the contest kit? YES NO

a. How do you rate the usefulness of this workbook in helping you start your project?
Poor Fair Good Excellent

b. How could the workbook be improved to make it more useful?

7. Which study book(s) did you receive in your "Set a Good Example Contest" kit?

____ Learning How to Learn
____ Study Skills for Life
____ Basic Study Manual
____ No Books Received

8. Which of the following best describes your use of these books on how to study?
   [ ] a. Have not used the books.
   [ ] b. Have used the information in the classroom.
   [ ] c. Have presented the materials to students as part of lesson plans.
   [ ] d. Have incorporated this material into the project we're doing for the "Set a Good Example Contest."

   Please comment on your use of these books:

9. Have you received our newsletter? YES NO

   If so, what did you like the most about it?

   What would you like to see changed?

10. What would you like to see included in a monthly newsletter that might help you complete your "Set a Good Example Contest" project.

11. Are there any other supplemental materials that would help you to use the "Set a Good Example Contest" materials in your school? Please give detail.

12. Have you noticed any effects of the "Set a Good Example Contest" program on:
    a. Your students' understanding of moral values?

    b. Your students' attitudes?

    c. Your students' participation in activities?

13. Was there anything in particular that encouraged you to sign up for the "Set a Good Example Contest"?

Have the materials provided helped you as you expected? YES NO

Comment:

Please return this questionnaire in the prepaid business reply envelope provided. Our address is: Concerned Businessmen's Association of America, 13428 Maxella Ave., Suite 248, Marina del Rey, CA 90292.

THANK YOU !!

The *Set a Good Example Contest*

Questionnaire for Educators: March, 1994

We are contacting you to follow up on the "Set a Good Example Contest" entry you made last year. We are very interested in your evaluation of the program, the benefits your students received from participating in the program, and how the program might be improved to better meet your needs. We would like your candid comments on this program. Feel free to add additional comments if you would like us to know more.

Name: _____ School: _____

School Address: _____

_____

School Phone: ( ) _____ Home Phone: ( ) _____

Grade Level(s) You Taught Last Year: _____

Subject(s) You Taught Last Year: _____

1. Please give us some information about the school where you work:

   Approximate number of students: _____
   Grade levels taught at the school: _____
   The area where this school is located is (circle one): Urban Suburban Rural
   The income level for the school is mainly: Low Middle High
   English is the first language for about what percent of the students? _____

2. Please give the following information about those classes who participated in the "Set a Good Example Contest" last year:

   Number of classes that participated: _____
   Approximate number of students: _____
   Grade levels of participants: _____
   English is the first language for about what percent of these students? _____

3. Had you participated in the "Set a Good Example Contest" in years prior to the 1992-93 school year? YES NO

   If so, when? _____

4. Are you participating in the "Set a Good Example Contest" again this year? YES NO

   Why or why not?

5. Was there anything in particular that encouraged you to sign up for the "Set a Good Example Contest" the first year you participated? (please describe)

Did the materials provided help you as you expected? YES NO

How did they help or not help?

We'd like to know more about your evaluation of this program and the benefits you and your students may have attained from participating in it:

6. How do you rate the presentation of moral values in the booklet "The Way to Happiness"?

A. ____ Poor
B. ____ Fair
C. ____ Good
D. ____ Excellent

Please comment:

7a. How easily did your students understand the moral principles as they are presented in "The Way to Happiness" booklet?

A. ____ Not at all
B. ____ Somewhat
C. ____ Very
D. ____ Don't know

7b. Was there anything that you found especially useful in helping your students to understand these principles?

(Please note: If you developed any classroom handouts to help with this, we'd welcome the opportunity to see them.)

9. Did you notice any effects of the "Set a Good Example Contest" on:
   a. Your students' understanding of moral values? (Please describe)

   b. Your students' attitudes? (Please describe)

   c. Your students' actions? (Please describe)

We'd like to know more about what it took to get the project done last year:

10. Personnel:

   a) How many teachers actively worked on this project? ___

   b) About how many students took leadership roles in this project? ___

   c) What other individuals in the community participated in this project? _____

      What was (were) their role(s)? _____

   What is your estimate of the total time each of these groups spent on the project:

   Teachers? _____ Student Leaders? _____
   Community Participants? _____ Student Body? _____

11. Project Initiation:
   a) What were the key successful actions that helped you to get your project started?

   b) What were the key barriers to getting started on your project?

c) Are there any materials that were particularly helpful in getting your project started?

d) What might we provide or improve to help start a project?

12. While doing your project:
    a) What were the key successful actions that got your project done?

    b) What were the key barriers to getting your project done?

    c) Are there any materials that were particularly helpful in getting your project done?

    d) What might we provide or improve to help with this step?

13. Project Report Completion (getting the report of your project to the judging committee):
    a) What were the key successful actions in getting your project report completed?

    b) What were the key barriers to getting your project report completed?

    c) Are there any materials that were particularly helpful in completing your report?

d) What might we provide or improve to help complete a project report?

14. Are there any other materials that we might provide to make it easier for you to complete a "Set a Good Example Contest" project?

15. We would like to see even more schools competing in our contest. Do you have any suggestions on how to increase participation?

16. Do you like the current system of contest awards? YES NO
Do you have any suggestion for additional awards or incentives for participants?

17. If we were to follow up this "Set a Good Example Contest" with another program for your school, is there any subject or area of interest that you would like addressed?

If you put together any materials that were particularly helpful in completing your contest project, we would welcome the opportunity to see them.

Please return this questionnaire in the prepaid business reply envelope provided. Our address is: Concerned Businessmen's Association of America, 13428 Maxella Ave., Suite 248, Marina del Rey, CA 90292.

THANK YOU !!

The *Set a Good Example Contest*

Questionnaire for Educators: April/May, 1994

Thank you for participating in the "Set a Good Example Contest" this year. Would you please fill in the following questionnaire about this contest. Feel free to copy this questionnaire for other educators in your school. For those of you who completed a similar questionnaire on last year's program, thank you. Please do fill in this one as well.

We are very interested in your evaluation of the program, the benefits your students received from participating in the program, and how the program might be improved to better meet your needs. We would like your candid comments on this program. Feel free to add additional comments if you would like us to know more.

Your response will in no way influence the judging of the project you submitted and, in fact, your comments will not be made available to the judging panel. We do want to improve the program and your help will be instrumental in accomplishing this goal.

We would also like to recognize with a certificate those students, teachers and community participants who were key to completing the project in your school. Please print the names of such participants on the last page of this questionnaire.

Name: _____ School: _____

School Address: _____

_____

School Phone: ( ) _____ Home Phone: ( ) _____

Grade Level(s) You Taught This Year: _____

Subject(s) You Taught This Year: _____

1. Please give us some information about the school where you work:

Approximate number of students: _____

Grade levels taught at the school: _____

The area where this school is located is (circle one): Urban Suburban Rural

The income level for the school is mainly: Low Middle High

English is the <u>first</u> language for about what percent of the students? _____

2. Please give the following information about those classes who participated in the "Set a Good Example Contest" this year:

Number of classes that participated: _____

Approximate number of students: _____

Grade levels of participants: _____

English is the <u>first</u> language for about what percent of these students? _____

3. Had you participated in the "Set a Good Example Contest" in any prior year?
YES NO

If so, when? _____

4. Would you like to participate in the "Set a Good Example Contest" again next year?
YES NO

Why or why not?

5. Was there anything in particular that encouraged you to sign up for the "Set a Good Example Contest" the first year you participated? (please describe)

Did the materials provided help you as you expected? YES NO

How did they help or not help?

We'd like to know more about your evaluation of this program and the benefits you and your students may have attained from participating in it:

6. How do you rate the presentation of moral values in the booklet "The Way to Happiness"?

A. ____ Poor
B. ____ Fair
C. ____ Good
D. ____ Excellent

Please comment:

7a. How easily did your students understand the moral principles as they are presented in "The Way to Happiness" booklet?

A. ____ Not at all easily
B. ____ Somewhat easily
C. ____ Very easily
D. ____ Don't know

7b. Was there anything that you found especially useful in helping your students to understand these principles?

(Please note: If you developed any classroom handouts to help with this, we'd welcome the opportunity to see them.)

7c. How helpful would a Teacher's Guide for "The Way to Happiness" booklet be?

A. ____ Not at all helpful.
B. ____ Somewhat helpful.
C. ____ Very helpful.
D. ____ Don't know.

7d. How helpful would a version of "The Way to Happiness" for lower reading levels be in presenting these materials?

A. ____ Not at all helpful.
B. ____ Somewhat helpful.
C. ____ Very helpful.
D. ____ Don't know.

8. Did you notice any effects of the "Set a Good Example Contest" on:
   a. Your students' understanding of moral values? (Please describe)

   b. Your students' attitudes? (Please describe)

   c. Your students' actions? (Please describe)

We'd like to know more about what it took to get the project done this year:

9. Personnel:
   a) How many teachers or other school employees actively worked on this project? ___

   b) About how many students took leadership roles in this project? ___

   c) What other individuals in the community participated in this project? _____
   What were their roles? _____

   What is your estimate of the total time each of these groups spent on the project:

   Teachers? _____ Student Leaders? _____
   Community Participants? _____ Student Body? _____

   (Please give us the names of key individuals on last page of this survey.)

10. Project Initiation:
   a) What were the key successful actions that helped you to get your project started?

   b) What were the key barriers to getting started on your project?

   c) Are there any materials that were particularly helpful in getting your project started?

11. While doing your project:
   a) What were the key successful actions that got your project done?

   b) What were the key barriers to getting your project done?

c) Are there any materials that were particularly helpful in getting your project done?

13. Project Report Completion (getting the report of your project to the judging committee):
a) What were the key successful actions in getting your project report completed?

b) What were the key barriers to getting your project report completed?

c) Are there any materials that were particularly helpful in completing your report?

14. Did you use the workbook (entitled: "Set a Good Example Contest" Teacher Orientation, Workbook and Contest Rules) that came with the contest kit? YES NO

a. How do you rate the usefulness of this workbook in helping you start your project?
Poor Fair Good Excellent

b. How could the workbook be improved to make it more useful?

15. Are there any other materials that we might provide to make it easier for you to complete a "Set a Good Example Contest" project?

16. Which study book(s) did you receive in your "Set a Good Example Contest" kit?
____ Learning How to Learn
____ Study Skills for Life
____ Basic Study Manual
____ No Books Received

17. Which of the following best describes your use of these books on how to study?

[ ] a. Have not used the books.
[ ] b. Have used the information in the classroom.
[ ] c. Have presented the materials to students as part of lesson plans.
[ ] d. Have incorporated this material into the project for the "Set a Good Example Contest."

Please comment on your use of these books:

18. We would like to see even more schools competing in our contest. Do you have any suggestions on how to increase participation?

19. Do you like the current system of contest awards? YES NO

20. Would you like to change the award system to have more awards, but of smaller cash value? YES NO

21. How desirable to you are certificates for the students and teachers who are key participants in the project?

A. ____ Not at all desirable
B. ____ Somewhat desirable
C. ____ Very desirable

22. Would you like to be able to nominate individuals from your area for leadership awards based on their roles in your school's project?

YES NO

23. Do you have any suggestion for additional awards or incentives for participants?

21. If we were to follow up this "Set a Good Example Contest" with another program for your school, is there any subject or area of interest that you would like addressed?

We would like to recognize those people who were key to completing the project at your school. Please give us the names of those who should be recognized for their contribution. Attach page if needed.

I. Educators: Name Role

_____ _____

_____ _____

_____ _____

_____ _____

II. Student Leaders: Name Name

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

III. Community Participants: Name Role

_____ _____

_____ _____

_____ _____

If you put together any materials that were particularly helpful in completing your contest project, we would welcome the opportunity to see them.

Please return this questionnaire in the prepaid business reply envelope provided. Our address is: Concerned Businessmen's Association of America, 13428 Maxella Ave., Suite 248, Marina del Rey, CA 90292.

THANK YOU !!

Set a Good Example Contest

Questions for Students: May, 1994

Name: _____ Date: _____

School: _____ Teacher: _____

Age: _____ Sex: Male or Female Grade: _____

Your school did a project for the "Set a Good Example Contest" this year. This contest used a booklet called "The Way to Happiness." Please answer the following questions about this project.

1. Did you get your own copy of "The Way to Happiness" booklet?
   YES NO

2. Did you go over any of the ideas from "The Way to Happiness" booklet in your class?
   YES NO

3. About how many ideas from the booklet did you go over in class? _____

4. Did you learn anything from "The Way to Happiness" booklet or from your class discussions?
   YES NO
   If yes, what?

5. What do you like best about "The Way to Happiness" booklet?

6. Would you like to see anything about the booklet changed?
   YES NO
   If yes, what?

7. Do you use the things you learned from "The Way to Happiness" booklet in your everyday life?
   YES NO
   If yes, how?

(Please Turn Over)

8. Did you help with the "Set a Good Example Contest" project from your school?
YES NO

9. If you did help:
A. What did you do on the project?

B. About how much time did you spend on the project? _____

10. What did you like the most about the "Set a Good Example Contest"?

11. Have you changed anything you do as a result of participating in this program (the way you act)?

12. What did you get out of being part of the "Set a Good Example Contest" this year?

13. Would you like to be part of the "Set a Good Example Contest" next year?
YES NO

14. Is there anything else you would like us to know?

THANK YOU !!